

DOCUMENT RESUME

ED 147 294

80

SP 011 916

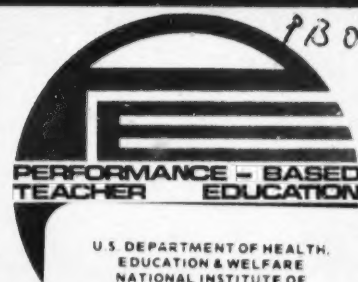
AUTHOR Andrews, Theodore E., Ed.
TITLE PBTE (Performance-Based Teacher Education); Vol 2, No. 2, May 1973.
INSTITUTION Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE May 73
NOTE 9p.
EDRS PRICE MF-\$0.93 HC-\$1.67 Plus Postage.
DESCRIPTORS *Fundamental Concepts; *Individualized Instruction; *Performance Based Teacher Education; *Program Descriptions
IDENTIFIERS College of Saint Scholastica MN; Consortium of Southern Colleges for Teacher Educ; *Multicultural Education; Teacher Corps; Texas Southern University

ABSTRACT

This issue of the Multi-State Consortium for Performance-Based Teacher Education (PBTE) newsletter discusses (1) the evolutionary approach adopted by the state of Minnesota toward the implementation of PBTE, which includes discussion of what is known about PBTE, whether Minnesota ought (or wishes) to adopt the program, and state participation in PBTE information exchange; (2) the PBTE program of the College of St. Scholastica (Duluth, Minnesota); (3) the multicultural emphasis of the competency-based Cycle Seven Teacher Corps Project at Texas Southern University; (4) efforts of the Consortium of Southern Colleges for Teacher Education in developing PBTE programs; (5) the various models of teaching which arise from different orientations toward man and his universe (excerpted from "Models of Teaching," by Joyce and Weil); (6) questions that must be answered in determining the nature of individualization in teacher education programs, in particular PBTE programs; and (7) assumptions underlying teacher education programs and characteristics of implemented programs which tend to fulfill these competencies. (MJE)

 * Documents acquired by ERIC include many informal unpublished *
 * materials not available from other sources. ERIC makes every effort *
 * to obtain the best copy available. Nevertheless, items of marginal *
 * reproducibility are often encountered and this affects the quality *
 * of the microfiche and hardcopy reproductions ERIC makes available *
 * via the ERIC Document Reproduction Service (EDRS). EDRS is not *
 * responsible for the quality of the original document. Reproductions *
 * supplied by EDRS are the best that can be made from the original. *

P B T E



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

Published by the Multi-State Consortium on Performance-Based Teacher Education

Vol. 2, No. 2

May 1973

MINNESOTA'S APPROACH TO CBTE/PBTE

Patricia J. Goralski

Director, Professions Development Section
Minnesota Department of Education

In some states, movement to a competency or performance base for teacher education and certification has been mandated by a legislature or board of education. Thus far, Minnesotans seem to favor a more evolutionary approach.

As questions pertaining to CBTE have been discussed with the Advisory Committee for Professional Programs in Education as well as with other Minnesota groups, there has been general agreement that it is preferable to consider first the kinds of capabilities necessary to move toward CBTE. Once greater understanding has been developed concerning what is required for CBTE, the second consideration is whether Minnesota ought (or wishes) to move to competency-based system for teacher education and certification.

Minnesota has sufficient flexibility within the general program approval system, which

includes the experimental program provision, to accommodate colleges that wish to move their programs to a competency base. Means to provide program flexibility were the first step in the evolutionary process.

Another facet of the evolutionary approach has been the modification of regulations. As task forces were established during the past several years, the CBTE/PBTE movement was discussed with the members. Each group was free to decide whether it wished to develop its recommendations in the traditional course-experience frame, or in the competence-performance frame. Most have chosen the latter.

A third thrust in the evolutionary approach has been informational including maintaining involvement in the national CBTE/PBTE movement. Minnesotans have actively participated in major national conferences. Where Federal moneys have been available, conference leaders with expertise in CBTE have been brought into the state at the same time that Minnesotans have been provided opportunities to attend conferences and visit model programs outside the state.

The Minnesota Conference, March 9 and 10, 1973, was a further effort to provide information relative to CBTE. The conference focus was on what is happening in Minnesota. As greater numbers of educators and community members learn more about alternative models for CBTE, the day comes closer when it will be possible to decide whether Minnesota ought to move to a competency-based system in teacher education.

Minnesota Encourages the Development of Experimental Programs

Minnesota is fortunate in that experimental programs for the preparation of education personnel are both permitted and encouraged by the State Board of Education.

It is the wish of the State Board of Education that colleges and universities be encouraged to develop innovative programs

New Jersey Program

The New Jersey Department of Education has developed a filmstrip tape on performance-based teacher certification. The unit, running approximately 30 minutes, provides a rationale for the performance concept, a definition, and descriptions of various elements.

This program is available on loan to anyone who requests it. Interested persons should contact: Robert Roth, Performance Evaluation Project, Department of Education, 225 West State Street, Trenton, New Jersey 08625.

and wherever appropriate to conduct them as educational experiments. Edu 40-4-bb-2a has defined experimental programs for Minnesota elementary-secondary schools as follows:

The term "educational experiment" is defined as a systematic logically organized attempt to resolve a problem or to test an hypothesis in the field of education. An hypothesis is a guessed solution to a particular problem. It is tested by a trial under controlled conditions.

The State Board of Education authorized the Department of Education to approve experimental programs in colleges and universities which meet the definition stated above and which also

- give reasons for requesting an alternative from certification requirements
- specify goals to be achieved by the alternative
- set forth a structured evaluation process
- have a predetermined duration.

The foregoing board position undergirds Minnesota's evolutionary approach in teacher education and certification with respect to CBTE as well as to other questions. For example, in a new field where a number of alternative programs seem to have merit, it is possible to approve the various programs, gain experience, and then move toward appropriate regulation if such regulation seems to be desirable.

PBTE Quotations

I'm almost convinced that if you individualized more, than you also at the same time need to provide more group identity. If you move people onto an individualized mode, you need to provide for a variety of learning styles and you need to provide more group identity. You need to provide both ends of that continuum, both individual and group activities. College people are doing some really lovely things but they haven't recognized the kind of thing we learned in the old M-STEP project. Just as soon as we ran kids into an individualized set of modules, they had to have a kind of T-group off to the side or they couldn't deal with themselves.

WILLIAM DRUMMOND
University of Florida

February 1967. Convinced that the old doctrine of teacher training was neither sacred nor free of glaring shortcomings, the College of St. Scholastica moved to implement a study of a teacher training program which would be more relevant to the times.

For 1 year, a committee of educators from the total college faculty met to design the new curriculum and to prepare a format for new instructional techniques. It was decided to move to a performance-based program simply because this appeared to offer the most practical approach to the improvement of teaching and learning. Students and teachers alike benefit by having measurable and observable objectives in learning experiences which can be monitored through a variety of evaluative devices.

The individualized approach, as determined by the planners, should emphasize the importance of each learner discovering for himself. Grade labels were deemphasized, self-competition was stressed, and learning packets, structured to allow each student to proceed at his own rate of speed, were developed.

Philip Richards, chairman of the Department of Education, identified a three-pronged approach: stated performance objectives, individualized instruction, and "simulab" experiences.

Individualized instruction indicates that the course is geared to the needs of the student. Each student sets his own pace and no two will go about an assignment in the same way or in the same length of time or use the same resources. Instructional projects take the place of regular classes and when they are finished to meet performance standards, the course or "contract" between the instructor and student is completed.

One of the sources for these learning activities is the Instruction Materials Center where there is a variety of materials and aids available which enable students to explore their subjects. These include such devices as a reading rateometer, projectors of various types, tape recorders, video tape equipment, controlled readers, and index home study cycles.

Simulab experiences means any kind of experience working with children, and the teacher candidates work with children almost from the beginning of their training.

The education department is equipped with four simulabs, resembling typical classrooms with room dividers; science, art, and reading materials for children of various ages; blackboards and so on.

In these simulabs a teacher candidate works with children with specific problems — or aptitudes — which the student teacher

Project Criterion

College of St. Scholastica
Duluth, Minnesota

feels equipped to explore. The children are brought to St. Scholastica for the sessions and each student teacher works directly with the child.

Each instructor handles his classes differently although all use instructional projects. Generally during the first week of a term the class meets at regularly scheduled times as does any college class. This week is devoted to orientation of the students to the specific procedure the instructor will use. It is also used for course content orientation. The purpose, objectives, and requirements of the course will be discussed. The instructional projects are usually given to the students at this point. Total class meetings, small group meetings, individual conferences, resources, and other pertinent information are included.

These instructional projects are individual assignments. Three kinds of color-coded instructional projects are given to the students and completion of a specified number of each automatically determines his grade. For instance, in order to earn a grade of "C" in the course, the student must complete all the instructional projects that are printed on white paper. These are considered by the course instructor to be basic to the development of the desired teacher competency, and several involve some work with children.

Instructional projects printed on green paper call for teaching experiences and allow the highly motivated student additional opportunities to work with small groups of children. Again completing a predetermined number of gold projects in addition to the green and the white ones earns a grade of "A."

Students may volunteer to write instructional projects with the consent of the instructor. These voluntary projects can take the place of either a green or a gold. Each complete instructional project is acceptable when it meets the performance standard. Thus, the student selects his ultimate grade in the course.

Each learning task is set forth in this six-part format: content classification, purpose, criterion performance, sample test situation, taxonomy category, and resources.

Content Classification:

This states in what area of the subject matter this particular learning task lies.

Purpose:

This gives the learner an idea of why he should learn this particular thing, what its further application might be, and how it fits into the whole picture.

Criterion Performance:

This is the heart of each instructional project. It is written in terms of measurable behavior and states what the learner must be able to do, the conditions under which he will do it, and the extent to which he must be able to accomplish it.

The Sample Test Situation:

This tells the student how his work will be evaluated and states a situation or question similar to that which will be used ultimately to measure his competency.

Taxonomy Category:

This tells the student whether his learning task is knowledge, comprehension, application, or invention. We know that in the past most learning has come under the category of knowledge or comprehension. Our instructional projects emphasize application and invention, challenging the student's imaginative and creative powers.

Resources:

This is a list of suggested places to find information and/or suggestions for motivating experiences that will help the student complete a particular instructional project.

Resources need to include a wide variety of materials such as books, periodicals, slides, pictures, films, film loops, tapes, and records.

Perhaps one of the major strengths of this program is that a real attempt to humanize the educative process is very much a part of the total concept and actual practice. Teacher candidates identify many different kinds of experiences during the entire sequence and move to involvement as student teachers by continual self-evaluation of their sensitivity to all the needs of children. Student teachers are encouraged to structure the learning experiences of their students in terms of human relations problems as well as subject matter content.

In our attempt to improve teacher education, we have identified the teacher competencies with which our faculty agrees. These are being written in performance terms. We hope that we will be able to operationalize a system whereby competencies rather than courses will serve as the criteria and that our humanistic approach will be continued.

A Multicultural Teacher Corps Program

Texas Southern University

Houston, Texas

J. O. Perry

Cynthia Shephard Perry

Zlmarion Wlaker

Robert Walker

Director

Associate Director

Program Development Specialist

The Cycle VII Teacher Corps project at Texas Southern University is multicultural in three ways: 1) the student clientele, 2) the Teacher Corps interns, and 3) the type of curriculum being developed by project participants. The new curriculum and teaching strategies are being introduced to the total Houston School District through two portal schools, one located in the ghetto—the other in the barrio.

The two schools are paired; i.e., children from both communities attend the two schools according to grade level: Dodson serves K, 1, 2, 3, and Lantrip K, 4, 5, and 6. The student population is primarily black and chicano, with a few anglos, Chinese, and East Indian children. The faculties are 60:40 ratio of anglo and black teachers only.

Twenty-five interns are assigned to the two schools, 12 of whom are chicano, nine black, three anglo, and one East Indian.

In curriculum development, the multicultural content includes, but is not limited to, these local ethnic groups. One major premise of the project is that common patterns are seen exemplified in all the different cultures in the world; further, that the study of problems and solutions in other settings may be less threatening to the children than a direct emphasis on racial tensions in the United States or in Houston. The Maori of New Zealand are presented as one example of an advanced culture which was seriously undermined by the coming of the *Paheka*—the European. Threatened with extinction in the 19th century, the Maori have made a remarkable comeback numerically and seem to be reviving many worthwhile aspects of the old culture, as they play increasingly important roles in the national society. The parallel with the experience of American minority groups proves to be inciteful and encouraging to minority students and teachers.

The key feature of the multicultural system is competency-based education. A comprehensive list of competencies for supervising teachers and interns on the one hand and elementary children on the other is in the process of development. Within the framework of the university courses which the interns and their supervising teachers are taking, however, competencies and tasks

have been specified which are required for successful completion of the course. One task which is assigned in each course is the development and utilization of an instructional module in the classroom. These modules are themselves competency-based and permit to some degree individualization of instruction.

The competencies looked for in the children have to do primarily with learning skills, and to a lesser degree with knowledge of specific content. In this particular area, the curriculum is inspired by the ANISA model, being developed by Daniel C. Jordan and his colleagues at the University of Massachusetts. In this model, objectives may fall into one of the following categories: psychomotor, perceptual, cognitive, affective, moral, volitional, creative, spiritual, and language. At the broadest level, learning competence is defined as "the ability to differentiate and integrate any aspect of

experience in ways that bring the organism into closer contact with reality."

When applied to a multicultural context, this ability is directly related to the two central concepts of unity with diversity and change with continuity. In relation to different races and cultures, the learner is to acquire knowledge of differences and similarities among various individuals and groups and to learn to appreciate these differences; i.e., cognitive and affective aspects of the process of *differentiation*. Then, through discovery of how the characteristic qualities of the different cultures complement one another (and common elements in all cultures), the learner is to realize the oneness of mankind; i.e., cognitive and affective aspects of the process of *integration*.

The same abilities are required for an understanding of change over time. Social change itself is characterized by differentiation followed by integration at new levels. An understanding of change requires the ability to recognize differences and similarities over a period of time, and to value certain innovations and certain continuities (cognitive and affective aspects of the process of differentiation). The ability to envision a new combination of variables in the future and to have an emotional commitment to a new order are cognitive and affective aspects of the psychological process of integration.

(continued on page 5)

Southern Consortium Developing Performance-Based Programs

The Consortium of Southern Colleges for Teacher Education is a group of 10 small colleges who have a mutual interest in the development of model prototypes of performance-based teacher education programs. These schools have an average enrollment of less than 3,000 and are predominately black. The interest

of this group developed as a result of an invitation to each school to engage in similar limited research into the useability of all or parts of the U.S.O.E. Teacher Education Project, Phase I, Model Elementary Programs. The initial study was carried out with a high level of success during the 1969-70 school year. Two conferences involving the model builders, the teacher education staffs of consortium members, U.S.O.E. personnel, and other selected consultants and speakers highlighted the year's study. Extended travel for onsite visits to the schools directly associated with the model builders during that year gave added perspective and insight into the probable usefulness of ideas found in the model elementary programs. At the end of the year's study the 10 small schools decided to pool findings, efforts, problems, and solutions, and the consortium came into being.

Although research efforts were directed originally toward the development of model elementary programs only, many consortium school programs are now focusing on the development of a model for teacher education encompassing both elementary and secondary levels. These models utilize systems design techniques and have the following features: (1) personalized and individualized instruction, (2) simulated professional laboratory experiences, (3) clinical experiences, (4) modular instructional components, and (5) research oriented structure.

Each consortium school during the first 2 years was formulating a model of its own and discovering directions in which it wished to develop within its own constraint matrix. Additional participation in performance-

(continued on page 7)

MODELS OF TEACHING

Bruce Joyce and Marsha Weil

Columbia University Teachers College

In this book we will examine and compare a wide variety of approaches to teaching. In so doing, we suggest that there are many kinds of "good" teaching, and that the concept "good" when applied to teaching, is better stated "good for what?" and "good for whom?" Whether one is creating a curriculum (a plan for a long-term program of education), developing a course or a unit of study (components of a curriculum), developing instructional materials, or deciding what to do in response to a student's behavior, there are many possible courses of action. A model for teaching, as we use the term, is a pattern or plan, which can be used to shape a curriculum or course, to select instructional materials, and to guide a teacher's actions. As we describe models and discuss their uses, we will find that the task of selecting an appropriate model is complex and that the forms of "good" teaching are numerous, depending on our purposes.

We think of teaching as a process by which teacher and students create a shared environment including sets of values and beliefs (agreements about what is important) which in turn color their view of reality. The "models" of teaching which are chosen to pattern teaching activities have much to say about the kinds of realities which will be admitted to the classroom and the kinds of life-view which are likely to be generated as teacher and learner work together. Thus, it is not surprising that people care greatly about the models they use or that educators for millennia have sought the perfect model. We find it desirable to begin by challenging the idea that there is any such thing as a perfect model and by deprecating the idea that we should limit our personal search for a model of teaching to any single one, however attractive it may seem.

GROUPING THE MODELS

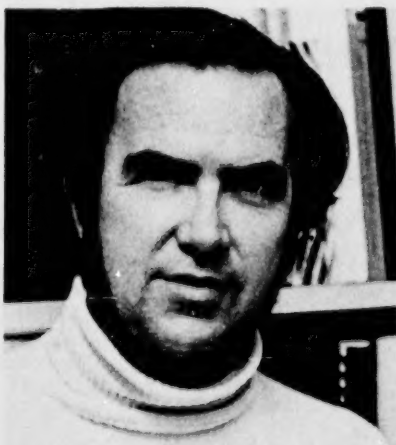
Gradually, we began to group the models on the basis of the sources of reality which theorists drew on as they focused on the learner and his environment. Eventually we organized the models into four families which represent different orientations toward man and his universe. Although there is much overlap among families (and among models within families), the four are: (1) those oriented toward social relations and

toward the relation between man and his culture and which draw upon social sources; (2) those which draw on information processing systems and descriptions of human capacity for processing information; (3) those which draw on personality development, the processes of personal construction of reality, and the capacity to function as an integrated personality as the major source; (4) those developed from an analysis of the processes by which human behavior is shaped and reinforced. At length we decided to organize this book around exemplars of these families. Let us define these sources more fully.

1. The Social Interaction Sources

The social interaction sources emphasize the relationships of the person to his society or his direct relationship with other people. They reflect a view of human nature which gives priority to social relations and the creation of a better society. They see the processes by which reality is socially negotiated as vitally important in the life of man. With respect to goals, consequently, models from this orientation were directed toward the improvement of the individual's ability to relate to others. Many of them developed from a desire to improve democratic processes and to educate students to relate to and improve the society.

It must be stressed that the social relations orientation does not assume that social relations is the only important dimension of



Bruce Joyce

During the past year, PBTE has been fortunate in securing permission to publish excerpts from a wide range of publications related to performance education. In this issue, we are indebted to Bruce Joyce and Marsha Weil for permission to excerpt from their recent book, "Models of Teaching." Available through Prentice Hall, Inc., this volume is unique among materials now available related to performance education. Written with style and grace, the ideas in this work should influence educators for years to come.

life. Social relations may be emphasized more than other domains, but social theorists are usually concerned with the development of the mind, the development of the self, and the learning of academic subjects. Some of them, of course, have developed models specifically for the improvement of social relations or they use social relationships as the primary vehicle of education, but it is the rare teacher or theorist in education who is not concerned with more than one aspect of the learner's development, or who does not use more than one aspect of the environment to influence the learner's development.

2. The Information-Processing Sources

The second large family of models shares an orientation toward the information-processing capability of the student and systems which can be taught him so as to improve his information-processing capability. By information-processing we mean the ways in which people handle stimuli from the environment, organize data, sense problems, generate concepts and solutions to problems, and employ verbal and non-verbal symbols. Some of these models are concerned with the learner's ability to solve certain kinds of problems and use studies of problem-solving as a major source. Others concentrate on creativity or on general intellectual ability. Some emphasize the teaching of specific strategies for thinking, creative thinking, and thinking within academic disciplines.

Again, however, it must be stressed that nearly all models from this family are also concerned with social relationships, and the development of an integrated, functioning self. Yet their primary sources are the student's capacity to integrate information and to process it, and systems, especially academic systems, which can help individuals to process data. We refer to them as *information-processing oriented models*.

(continued on page 5)



Marsha Weil

3. The Personal Sources

The third family of models shares an orientation toward the individual person as the source of educational ideas. Their frames of reference spotlight personal development and they emphasize the processes by which the individual constructs and organizes his reality. Frequently they emphasize the personal psychology and the emotional life of the individual. These models are directed toward the individual's internal organization as it affects relationships with his environment and himself. Some are concerned with his personality and with his capacity to reach out fearlessly into his milieu to make contact with others, and to venture where he has not been before. Others are more oriented toward the individual's feelings about himself, toward his self-concept, or his self-image. Yet others are concerned with helping him develop an authentic reality-oriented view of himself and his society.

Again, it is necessary to note that most of the models which are oriented around the development of the self are also concerned with the development of social relations and information-processing capacity. The distinctive feature of this category is its emphasis on personal development as a source of educational ideas. The focus of educational goals and means is on the self, at least as the avenue toward other aspects of development, rather than on the person as a processor or an interactor with others. Hence, while the focus is on helping the person to develop a productive relationship with his environment and to view himself as a capable person, and although most of the model-builders in this group believe that the relationship between individual learner and his teacher is central in the learning process, it is expected that one of the products will be richer interpersonal relations,

and a more effective information-processing capacity. We refer to this family as the *person-oriented family*.

4. Behavioral Modification as a Source

The fourth source of models has developed from attempts to create efficient systems for sequencing learning activities and shaping behavior by manipulating reinforcement. Students of reinforcement theory, such as B. F. Skinner, have developed these models and operant conditioning is their central procedure. They frequently are referred to as behavior-modification theories because of their reliance on changing the external behavior of the student and their description of him in terms of extremely visible behavior rather than underlying and unobservable behavior.

Operant conditioning has been applied to a wide variety of educational goals, ranging from military training to interpersonal behavior and even to goals of therapy. Its general applicability has led to its use in many domains of human behavior which characterize the other families of models.

We have repeatedly voiced our hope that the 1970's would see a renewal of vigorous and humble dialog on approaches to education. There is much quackery abroad in educationland—much selling of models as panaceas with little evidence that they can achieve even limited goals. No more fruitful is the assertion that action in education is not justified until there is proof of the superiority of whatever is tried. There is as yet so little certain evidence available to us that to wait for evidence would require us to cease most educational activity for a generation or more.

What is needed is a proper recognition of our ignorance combined with acceptance of the stance that we have many hypothetical bases for action—bases which we can use for present action. In fact, so many and different ones are available that the likelihood that any one of us has opened the way to all the truth is ridiculously unlikely. Vigorous experimentation and lively debate appear very much in order...

To live with truth and dignity as educators we have to teach so that our models have moral validity. When we select practices we nurture not only short-term growth but the testing of our students and our society. Deciding what to instruct and what to nurture and how to instruct and how to nurture are humble decisions made by each of us in our classrooms and in curricular and learning-material laboratories. These humble decisions, each affecting just a few students, operate to shape the reality of humanity, for all of us are created in some part by our teachers and by the models they use.

Multi-Cultural . . . Cont'd from page 3

If an understanding of and commitment to these concepts and principles is accompanied by the development of the will, the end result will be citizens who will contribute to the social progress of mankind while at the same time developing their own positive qualities. Certainly, diversity and change with continuity are principles which are sorely needed in multiethnic communities in the United States and throughout the world. Each group must aspire to preserve its unique values, while improving its own condition and realizing a greater degree of unity with other cultural groups. The multi-cultural Teacher Corps project at TSU is committed to the development of competencies which will enable teachers and children to promote the accomplishment of these goals, thereby releasing their own human potential.

An attempt to develop a curriculum of this type can be successful only when conducted in an environment where several cultures are represented in sufficient numbers and when developed by participants who are themselves ambassadors of these diverse cultures who recognize the advisability and inevitability of world order. By this measure, it can be said that the multicultural project at Texas Southern contains the necessary ingredients of success.



WENDELL ALLEN RETIRES

Wendell C. Allen, assistant superintendent for Teacher Education and Certification for over 20 years in the State of Washington, will retire from that state agency this summer.

A state representative to the Multi-State Consortium on Performance-Based Teacher Education, Wendell Allen is nationally known for the leadership he and his colleagues have given the performance movement.

PBTE wishes in these brief paragraphs to say "thank you," to Mr. Allen for the contributions he has made to performance education, to wish him many years of continued good health, and to hope that he will continue to serve as a consultant to those interested in PBTE.

Dimensions of Individualization in Contexts for CBTE

M. Vere DeVault, Mary A. Golladay, Tom Fox, and Karen Skuldt

The University of Wisconsin, Madison

The competency-based movement may be, and indeed has been, divided into two rather distinct segments. On the one hand, a major focus of the CBTE effort has been on certification; on the other, the focus has been on instruction. Competency-based certification is not necessarily dependent on competency-based instruction. Although present signs are not at all clear, it is reasonable to expect that a number of rather traditionally taught teacher education programs may in the future culminate in certification requirements dependent upon demonstrated competencies. This certification is not synonymous with competency-based teacher education (CBTE). It is but a part of the CBTE concept. Certification, however, is not the focus of this paper; instruction is.

Competency-based instruction requires individualization. Individualization may include variations in instructional modes, sequencing patterns and assessment strategies. Yet in most functioning programs said to be individualized, independent study modes predominate. We believe that individualizing efforts in the decade ahead will succeed to the extent they avoid independent study modes as their *predominant* characteristic. To clarify much of the confusion which surrounds discussion about individualization, the authors have undertaken a project designed to identify ways of describing specific instructional programs along dimensions critical to the individualizing process.

Our involvement in Teacher Corps projects and with NCIES activities prompts our concern for raising questions directly related to CBTE. In the development of our own Teacher Corps program at the University of Wisconsin and in our contacts with directors and program development specialists of many local Teacher Corps programs, a number of questions are commonly posed by all responsible for the development of CBTE programs. These same questions in different settings are responded to in unique ways appropriate to local needs and resources. Ignoring these questions has often resulted in the belief that competency-based instruction exists where it does not, or exists in a form which is not clearly understood. Our purpose, then, is to provide the reader with a set of questions which may be used to direct his efforts in describing the nature of the individualizing process inherent in any given teacher education program.

Goals. Teachers are life-long learners. As such they are individuals just as their students are. As individuals the nature of their teaching skills and styles will differ. In any given CBTE program, how are these differences accounted for? Are teachers given opportunities to identify the set of goals toward which they will strive to demonstrate their competence?

Rate. Does the program provide for differentiation of the rate at which learners progress through the program? Does differentiation of rate extend beyond semester boundaries? Is it possible for students to enter the program at any given time once they have been accepted for admittance? Do some students take substantially more or less time than average students in moving through the program?

Sequence. Is the program linear? Is each module or unit taken in a predetermined order or are there variations in sequence available as options? May learners choose to establish a sequence of their own?

Media. Is there a variety of media from which students may choose as they seek to learn about particular topics? Are laboratory materials available where appropriate? Is media, as slides or film, used where that media is more appropriate than personal interactions with instructors or peers?

Grouping. Is grouping arranged to provide optimal interaction with instructional staff and peers? Is there ample opportunity in the program for learners to talk about their changing perceptions of teachers and teaching? Does the grouping pattern have characteristics common to those which are thought should be fostered in the schools? Do they range from small group to large group? Are they flexible?

Assessment. Is assessment adequate to provide the learner and instructors with appropriate indicators of progress? Are criteria for success well-defined? Are the options for learners in the manner in which they are to demonstrate their competence?

Management. Management is the process by which information, learners, instructors, and materials are brought together to affect the effectiveness and efficiency of learning. What assessment information is collected and recorded? Is it made available together with information about instructors and materials at the appropriate point for decision making?

Is learner progress monitored so that instructional materials are available when needed? Are assessment data provided learners and/or instructional staff? Who are the instructional decision makers?

Summary. These questions are representative of those which must be answered about any given program if we are to know the nature of individualization in progress. Because CBTE requires an individualized teacher education program, developers and implementers of CBTE instruction must face such questions taking a stance on each, if they are to understand fully either what it is they now have or what it is toward which they are striving in their development of competency-based teacher education.

Assumptions Underlying Competency Programs

Charles E. Johnson
Professor of Education
University of Georgia

Because of the dynamic nature of our society, new developments in technology, and the recent creation of promising innovations in education, teacher education programs no matter how recently designed must continually provide for their self-evaluation, review, and revision. Even recently designed teacher education programs must take this possibility of need for change with serious concern.

The teacher education program models developed under the National Center for Educational Research and Development (NCERD) reflect a contemporary viewpoint as to the kinds of teacher education programs which will be needed to meet the demands of the future. The assumptions which underlie these programs must be examined and the innovations which they suggest explored. This must be done with a view toward determining the extent to which they are likely to provide more effective as well as more efficient approaches to teacher education.

The first column of the table which follows presents some of the major assumptions which underlie most of the NCERD teacher education models. The second column lists, for each of the assumptions, characteristics of implemented programs which tend to fulfill the assumptions.

(continued on page 7)

Assumptions

A teacher education program should have as its base or foundation detailed descriptions of the behaviors or competencies essential to effective training, and preservice and inservice teachers should be guided toward acquiring mastery of them.

A teacher education program should provide for differences among preservice and inservice teachers in the accumulation of experience, extent of achievement, and rate and style of learning.

A teacher education program should provide for the development of the personal qualities of the individual learner; it should provide opportunities for him to establish his self-identity and help him pursue his personal objectives.

A teacher education program should recognize the changing nature of society and its values and provide for these changes through frequent updating and revision of its content and organization.

A teacher education program should be developed and managed by modern systems technology.

A teacher education program should be so organized that it provides for the continuous evaluation, feedback, and revision of all of its component parts.

A teacher education program should provide for the continuous growth and development of the teacher both preservice and inservice from the earliest entry point into the program through the highest level of specialization.

A teacher education program should be so organized and managed that all persons concerned with the education of teachers or affected by it share the responsibility for it.

A teacher education program should include in its base or foundation detailed descriptions of the behaviors or competencies essential for the teacher to meet his obligations to society and to assure him his freedom as a citizen.

A teacher education program should prepare teachers to assume contractual responsibility for the progress of each learner under his guidance toward specified objectives.

Program Characteristics

Performance-based
Mastery criteria
Open admissions
Exit behaviors

Individualized instruction
Team teaching
Modularization of content
Learning centers

Humanization
Personalization
Negotiation

Relevance

Systems analysis
Program planning and budgeting systems
Differentiated staff
Program evaluation and review techniques
Scheduling technology

Regenerative model
Program evaluation, review, and revision

Program continuity
Career sequence
Reciprocal provisions for transfer

Community-based education
Multiinstitutional responsibility
Competency-based certification

Competency-based liberal education

Accountability

Continued from page 3

based teacher education activities in the Teacher Corps and in conferences called by the model builders has given the consortium members added expertise and opportunity to develop.

Funded by the National Center for Educational Research and Development of the performance-based programs of teacher education has gone forward in the consortium. James P. Steffensen and Miss Shirley Steele of NCERD have offered continued assistance in seeking funding and providing leadership for the group.

Future Objectives

The Consortium of Southern Colleges for Teacher Education looks to the future with great optimism. In teacher education the consortium sees reform that will result in programs which will be totally accountable for their products.

As an aid to each other and small schools with limited resources like themselves, the consortium members plan to establish "ideal demonstration centers" such as an individualized learning laboratory, a clinical experiences simulation laboratory, and a human relations and group dynamics laboratory. The information and materials dissemination center developed at ConCent will coordinate its activities with agencies having similar functions, both at the national and the local level. The focus will continue to be on ideas that have immediate utility in school settings that are necessarily restricted to a low research and development capability.

The development of functionally efficient, performance-based teacher education programs which are transportable to comparable institutions is the ultimate goal of the consortium. Inservice training subsystems, management subsystems, and materials production subsystems are also seen as desirable concomitants of future activity of the group.

Consortium member institutions are:

- Clark College — Atlanta, Georgia
- Florida A&M University — Tallahassee, Florida
- Jarvis Christian College — Hawkins, Texas
- Livingston University — Livingston, Alabama
- North Carolina Central University — Durham, North Carolina
- Norfolk State College — Norfolk, Virginia
- Shaw University — Raleigh, North Carolina
- South Carolina State College — Orangeburg, South Carolina
- Tennessee State University — Nashville, Tennessee
- Xavier University — New Orleans, Louisiana

EDITORIAL

This is the last PBTE issue of the 1972-73 academic year. The newsletter is now on a regular 9-month schedule, September to May.

The interest shown in the newsletter has been outstanding and most gratifying to the consortium members. The first issue—June 1972—had a printing of 3,000 copies. This issue has a run of 9,000 copies. In only 1 month did the printing order remain stable, and, in 2 months, it was necessary to immediately reprint additional copies to meet the too rapidly expanding circulation list. We have even had requests to reprint all of the first year's issues in one volume.

In 1973-74, PBTE looks forward to expanding its mailing list even further, and to several special topic issues. The first of these, now in preparation, will be devoted to a college that has a complete competency-based teacher education program—Florida International University in Miami, Florida.

In addition, the consortium has several publications which will be available, free of charge, to interested readers. The first of these was announced in the last issue:

Resources for Competency-Based Education

by W. Robert Houston with J. Bruce Burke, Norman Dodl, Gene E. Hall, Bambi Olmstead, Ellen Schroeder, and Wilfred Weber.

(Available May 1)

Others include:

What Has Been and Should Be the Role of State Education Agencies in the Development and Implementation of Teacher Education Programs (Both Pre and Inservice)?

by K. Fred Daniel and Joseph Crenshaw

(Available June 1)

Assessment

A series of papers on issues related to performance education. Authors include: Frederick McDonald, James Popham, Peter Airasiam, Barak Rosenshine, Robert Roth, Del Schalock, Herbert Hite, Bruce Joyce, Beatrice Ward, Elbert Brooks, Bernard McKenna, Sandra Feldman.

(Available July 1)

Atlanta or Atlantis: A Manual for States Considering Performance-based Certification

by Theodore E. Andrews

(Available September 1)

MULTI-STATE CONSORTIUM ON PERFORMANCE-BASED TEACHER EDUCATION

STATE	REPRESENTATIVE
Washington	Wendell C. Allen
Oregon	Lee G. Wells
Utah	Roger C. Mouritsen
Arizona	John Potts
Texas	Tom T. Walker
Minnesota	Patricia J. Goralski
Vermont	Robert Vail
New York	Vincent C. Gazzetta
Florida	Nell Kannwischer

Administering State New York

Project Director
Theodore E. Andrews
New York State Education Department

Stuart E. Dean
United States
Office of Education Representative

Editor
Theodore E. Andrews

Funded by a U.S. Office of Education,
Title V, Section 505, grant